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AUTHOR Cruickshank, Donald R.
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ABSTRACT

The author presents a brief statement giving reasons for followup studies of teacher problems and explains the procedure for conducting such studies, the instruments used for data collection, and the estimated costs of a follow-up program. The four reasons cited for investigating teacher problems are: (1) to expose teacher educators to current classroom problem situations; (2) to aid in curriculum revision; (3) to identify data useful for program development; and (4) for accreditation evidence A brief overview of the follow-up procedure is presented, a comparison of two variations is made, and a detailed description of the steps that must be followed in order to do a study are provided. Instruments suggested for use are the Teacher Problems Checklist (Elementary Teacher and Secondary Teacher forms) and data sheets to accompany the Checklist. Estimates of cost for a follow-up study involving 750 respondents are given. Appendices include "My Biggest Problem Today Inventory," "How to Write Goal Statements," verb lists for writing problem statements, significant problems identified in the Teacher Problems Checklist, and interpretations of data from previous follow-up studies. (MJB)

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Evaluation (Follow-up of Graduates)

EDb-303-08

The Ohio State University

Donald R. Cruickshank,
Director of the Program

All elementary and secondary certification areas could be included in a follow-up study.

The follow-up study of graduates should be conducted after one year of teaching experience.

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OUTLINE FOR EDb-303-08
Evaluation

I. Rationale: Why a Follow-up Study of Teacher Problems

II. How a Follow-up Study of Teacher Problems Is Conducted

III. Instruments

IV. Estimated Cost

V. Appendixes

I. Rationale: Why a Follow-up Study of Teacher Problems.

Knowledge of perceived problems of graduates of a teacher education unit can serve many ends. First, it can be used to acquaint the education faculty with an up-to-date view of life in public school classrooms. Through the eyes of their graduates, teacher educators can gain perspectives regarding how former students see their world or at least the most troublesome parts of it. It is reasonable to believe that this insight would create better understanding and acceptance of the ways teachers work and why they behave as they do. Second, the problems reported provide data useful in modifying the existing teacher education program. For example, if graduates report significant "control" problems teacher educators can reconsider what they are presently doing in this area of the curriculum in order to increase its effectiveness. Third, the problems reported provide indicators for the development of new curricula and instructional materials. Graduates will report problems not capable of being solved until the teacher education program is expanded to include new abilities. In the latter two instances either or both the preservice and inservice programs could be modified or expanded. Fourth, and most generally, the knowledge serves as evidence to accreditation agencies that continuous evaluation of graduates of its programs is being conducted.

II. How a Follow-up Study of Teacher Problems Is Conducted

The intention of this section is to present the procedure used in a follow-up study of teacher problems. First, a brief overview of the procedure is given. Then, a comparison of two variations of the procedure is made. Finally, a detailed description of the steps which must be followed in order to do a study is provided. For additional details about the procedure write or call Donald R. Cruickshank, College of Education, The Ohio State University.

Brief Overview of the Procedure

At the outset of the study the rationale for a follow-up study of teacher concerns is presented and discussed, (See Section I.) Generally the rationale supports the desirability of focusing on life in classrooms --particularly the most troublesome parts of it--teacher problems. A major premise is that if we can find out what teachers' problems are we are in a better position as teacher educators to help them to reduce and eliminate them and thus provide for greater teacher (and ultimately student) satisfaction.

Next, personal accounts of problems are collected from selected graduates using the My Biggest Problem Today Inventory (MBPTI) form (Appendix A). The reported raw problems are read and converted to goal statements. The goal statements are then listed as problem statements on a Teacher Problems Checklist (Section III). Finally, the checklist is responded to by a representative sample of graduates in order to find out which problems they perceive to be most frequent and bothersome.

Variations in the Procedure

The above overview suggests a two-stage study. During stage one raw problems are collected and a teacher problems checklist is made. During stage two the checklist is used to determine frequent and bothersome teacher perceived problems. However, it is not necessary to do a two-stage study. Instead, if the already developed teacher problems checklists (TPC's) are acceptable, they can be directly mailed to graduates.

In a one-stage study only the following steps would need to be taken.

1. Graduates are selected to participate in the follow-up study.
2. The selected graduates respond to the frequency and bothersomeness of each item on the Teacher Problems Checklist.
3. Participants' responses are analyzed.
4. The results of the analyses are presented and explained in a report of the study.

Such a study could result in the identification of (1) the bothersome and frequent specific problems of graduates generally and/or of graduates according to subject taught, grade level taught, etc. and (b) the bothersome and frequent general problem areas identified by graduates.

On the other hand, recall that a two-stage study begins with the collection of raw problems from graduates. Next, a checklist of problems is constructed. Finally, teachers respond to the bothersomeness and frequency of the problems on the checklist. Institutions conducting follow-up studies of graduates might feel more comfortable developing their own checklist rather than using the TPC-E or TPC-S. In order to carry out the two-stage study these steps generally are followed.

1. Graduates are selected to report problems.
2. For five or ten days the selected graduates use MBPTI's to

describe thereon their biggest problem each day.

3. The essence of each MBPTI reported problem is extracted and written as a statement.
4. The statements are organized into a checklist of problems.
5. Graduates are selected to participate in the second stage (problem verification) of the study.
6. The selected graduates respond to the frequency and bothersomeness of each problem on the Teacher Problems Checklist.
7. Participants' responses are analyzed.
8. The results of the analyses are presented and explained in a report of the study.

Figure I presents the major events in a follow-up study of problems of teacher education graduates.

The section which follows explains the procedure fully by describing twenty-five decisions to be made.

Decisions to be made when planning and performing a follow-up study of problems of teacher education graduates.

The twenty-five step decision-making procedure which follows is intended to provide detailed help for those who plan to use this kind of follow-up study.

Step 1. Present the rationale for doing the study, how it will be done and how the results can be used to the college faculty:

(See Section I of these materials).

Step 2. Decide whether the follow-up study will be a one-stage or a two-stage study.

(The following reasons caused OSU to do a one-stage study.

(a) Obtaining the assistance of graduates for a two-stage

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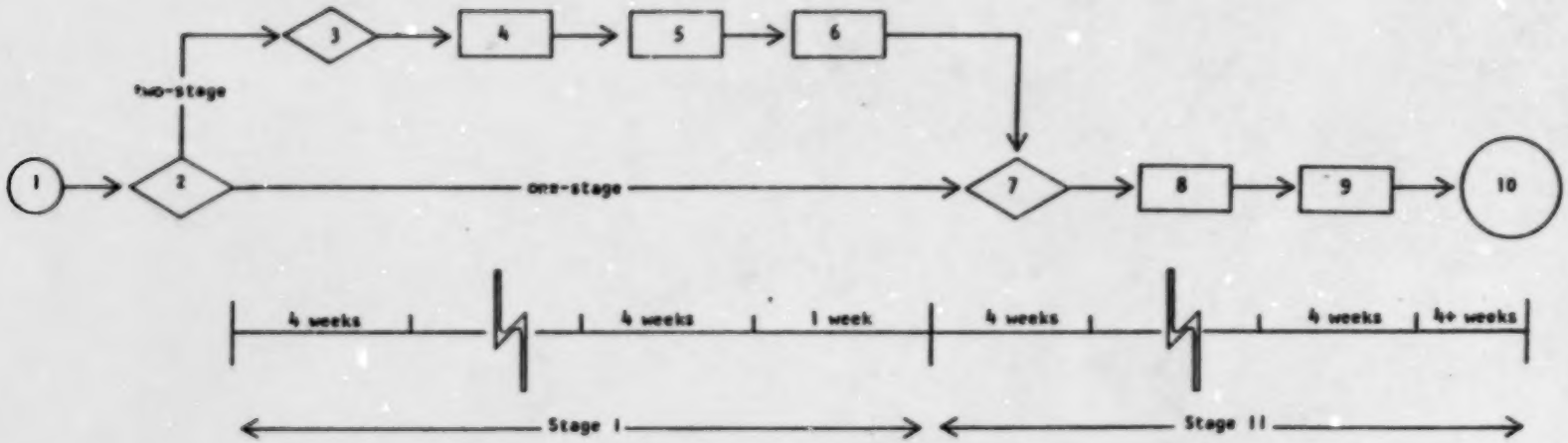
FIGURE 1

PROCEDURE FOR DOING A FOLLOW-UP STUDY OF PROBLEMS OF TEACHER EDUCATION GRADUATES



STEPS IN THE PROCEDURE FOR DOING A FOLLOW-UP STUDY

1. Develop a rationale for doing the study.
2. Do a one-stage or two-stage study?
3. Which and how many graduates should be asked to report raw problems on MBPTI's?
4. Distribute MBPTI's and collect the problems reported by graduates for each of ten days.
5. Read each MBPTI, infer the teacher's goal and write it in the form of a statement.
6. Eliminate or synthesize similar statements and construct a checklist of problems.
7. Which and how many graduates should be asked to respond to the Teacher Problems Checklist?
8. Distribute and collect the checklists completed by the selected graduates.
9. Analyze the responses.
10. Write a report of the study to explain the meaning of the responses and present the report to the faculty so that the results of the study can be considered relative to the goals of the teacher education program.

study seemed more difficult and costly, e.g., postage costs would have been doubled for a two-stage study.

(b) The TPC used had been validated in several earlier national studies and there was confidence that it contained the vast majority of problems teachers would report if a two-stage study was done.

Step 3. Decide how many teachers will be surveyed if a one-stage study is done. How many teachers will be surveyed in each part (problem collection and problem verification) of the two-stage study.

(Since the OSU study was only a one-stage study the first question was irrelevant. In studies where both stages I and II have been done an attempt was made to get ten to twenty-five percent of all the teachers involved in stage I and 100 percent of the teachers in stage II.

The requirements which influenced decisions about sample size for the OSU study are explained below.

Two separate samples (elementary teachers and secondary teachers) were selected. Both were drawn from the College of Education Placement Office's Reports on Graduates, issued annually. These reports, which contain information about students' major and minor areas of study and, for registrants, the name and address of where each was employed after graduation and his salary, were used as the frame from which resultant samples were drawn.

The elementary sample was composed by randomly selecting 134 elementary majors who graduated in each of the years 1971, 1972 and 1973. The total initial elementary education sample, therefore, consisted of 402 elementary teachers. Within each of the three selected years (i.e., 1971, 1972 and 1973), samples were subsequently stratified on the basis of two major program areas in elementary education, the program area of Kindergarten-Primary Education (KPE) and the program area of Elementary Education (EE). For each of the three years under study, the total number

of graduates classified by program area was determined and samples proportionate to these numbers were drawn. For example, in 1973 KPE had 152 graduates and EE had 688, a total of 840 graduates for these two program areas. Consequently, the proportion of 1973 graduates associated with the KPE program was approximately .17 and the proportion of EE graduates was approximately .76. Thus, 23 1973 graduates were ultimately selected from the KPE program area and 105 were chosen from the EE program.

Selection of subjects was essentially random, but subject to several constraints. The first was that a Placement Office questionnaire was also being sent to teachers who had graduated in 1971, 1972 or 1973 and it was decided that the same subjects would not be asked to respond to both instruments. The Placement Office sample was selected first and a list of teachers selected was given to these investigators. Every subject selected in the initial sample was checked against the Placement Office list of participants and redundancies were eliminated from the study being described.

A second constraint was that only those subjects who had school addresses were retained in the final sample since only graduates who were or had been actually teaching were desired.

The third constraint was that only graduates teaching in Ohio were selected because street addresses were available only for Ohio schools.

Finally, a few graduates from other program areas such as Art Education, Music Education, Physical and Health Education and English Education appeared to have been prepared for teaching elementary grades (K-6) so a sample of approximately 25 of these graduates was included as replacements for those selected in the initial sample when some checklists were returned because the addressees were unknown or as substitutes for graduates in the two major program areas when there was an insufficient number of these who qualified for selection. For the 1973 sample the proportion of these graduates was approximately .07 of the total sample.

The resultant sample consisted of 400 elementary teachers...

Each of the 400 initially selected teachers was sent a letter requesting their cooperation by responding to the instrument entitled the Teacher Problems Check List (TPCL). A postage paid return envelope was also included. Two weeks after this mailing each subject was sent a follow-up card. A total of 225 TPCLs (to be described below) was returned by the 400 elementary teachers, but only 200 of these, or 50 percent of the total distributed were usuable.

likely that many will participate less fully than wanted.)

Step 6. Produce enough sets of MBPTI's for participating teachers. (Omit this step and go to Step 14 if the decision is to do a one-stage study using the instruments in Section III.) (Each teacher should receive one sample of MY BIGGEST PROBLEM TODAY INVENTORY (MBPTI) form and one blank form for each day he will describe a problem. [An MBPTI attached as Appendix A.] Thus, if each teacher is to describe a problem each day for ten days he will need ten blank MBPTI's. Each teacher's set of MBPTI's should be stapled together.)

Step 7. Distribute and collect the MBPTI's.
(These may be mailed directly to teachers and if so should specify a date by which they should be returned. If many teachers in one school are participating, mailing will be less expensive if all the MBPTI's can be mailed in one parcel. In order to do this successfully someone in the school needs to coordinate the study for that school in order to ensure that each teacher who agreed to participate receives and returned a set of MBPTI's).

Step 8. Number each MBPTI so that you can later identify all those completed by one person and the sequence in which they were completed.
(For example, a set of five MBPTI's might be numbered 1 - 1, 1 - 2, 1 - 3, 1 - 4, and 1 - 5. The first number, 1, would be the number assigned to designate the teacher while the second number of each set would indicate the sequence in which the teacher completed the MBPTI's. This has occa-

The secondary teacher sample was selected by methods similar to those employed for the construction of the elementary teacher sample--with the same constraints. The secondary teacher population was classified by year of graduation and then further grouped on the basis of 12 areas of specialization. Again, for each year the number of subjects selected within each of the 12 areas of specialization was roughly proportionate to the number in the population of graduates...

Each of the 400 teachers selected was also sent a letter, a TPCL and a follow-up postcard. A total of 192 TPCLS was returned by the 400 secondary teachers but only 175 of these, or 44 percent of the total distributed were usable. [pp. 2-6])

Step 4. Decide on the number of days for which teachers will report problems (stage 1).

(The goal is to get a sample of the population of problems which teachers have. It seems better to have problems reported over a succession of days than for only one day. Usually a teacher is asked to report only one problem each day for five or ten days. If it seems necessary to have teachers report problems for only one day then as many teachers as possible should be asked to do this. To the extent that graduates have problems which are not reported in this stage, the resultant checklist of problems to which a sample of graduates will respond may provide biased indicators of what really are their problems).

Step 5. Obtain clearances or indications of willingness to participate from teachers or others.

(Teachers should be informed about the purpose of the study, the nature of their participation and how the results will be used. A two-stage study requires teachers to spend some time each day for several days completing MBPTI's and unless their cooperation is secured ahead of time it is

sionally been helpful in interpreting problems when teachers reported related problems on successive days).

Step 9. Train personnel to read the MBPTI's and then to write reliable goal statements.

(After all the MBPTI's have been collected and numbered each must be read and the essence of the problem extracted in a brief statement of the goal which the reader inferred the teacher wanted to achieve and could not. University personnel who could do this might be professors, graduate students with teaching experience, etc. When this kind of study has been done in other contexts teachers, counselors and other supervisory and administrative personnel have read the MBPTI's. In order to ensure that all the readers are extracting the writers' perceptions of their problems and not the readers', it is necessary for all the readers to begin working together to interpret several accounts of problems. After the readers have become able to achieve agreement on the goals they inferred for several problems, then each reader can work separately. At intervals the readers should again compare their perceptions by having two or more of them attempt to derive goal statements using the same MBPTI. [See the page entitled "How to Write a Goal Statement" and the sample MBPTI in Appendix B for instructions on learning to write reliable goal statements.])

Step 10. Read each MBPTI and write a statement of the teacher's goal. Each MBPTI will require approximately ten minutes.

(There probably will be many duplicate goal statements so that after all the MBPTI's have been read these should be

synthesized or eliminated. Other goal statements may be somewhat similar but not identical. There are at least two considerations which could influence what is done here. Generally, the total number of goal statements should be as few as possible. Second, each goal statements should be specific enough so that a teacher whose goal it states would be reminded of an instance when that was a problem if it ever was. At the same time it should not be so specific that teachers having different problems while attempting to achieve the same goal would not be able to think of their own problems.)

Step 11. Re-read the goal statements in order to improve their language and re-state each in a similar form. Re-state all the goal statements in a format to follow the stem, "I HAVE A PROBLEM. . ." Each statement should be brief, clear and accurate. The verb list in Appendix C may be helpful in constructing statements which are faithful to the teacher's goal and not unnecessarily repetitive.

Step 12. Order the goal statements randomly.

(The reason for doing this is to avoid having several statements on the same topic occur together on the checklist. An easy way to do it is to cut apart each goal statement from the others, put them all in a box, shake well and have the typist draw out one at a time and add it to the checklist.)

Step 13. Decide on the number of choices of responses teachers will have and how each is to be labeled.

(Before typing the checklist decisions must be made about

(a) what dimensions of the problems such as frequency and bothersomeness should be obtained, (b) how many response choices each dimension [scale] should have and (c) how each response choice should be labeled.)

Step 14. Reproduce enough checklists for all the participating teachers.

Step 15. Distribute the checklists to the teachers.

(A one-stage study requires considerably less time of teachers than a two-stage study does and thus participation for the former is somewhat easier to obtain. In the OSU study participants were selected from those graduates who had obtained teaching jobs in Ohio upon graduation. Also they were selected randomly and proportionately within program areas. [See pages two - six of the OSU report, cited in Step 3, for a complete description of the selection process. These pages also describe how the cooperation of the graduates was solicited.] If follow-up studies were a programmatic element in teacher education, then preservice teachers could be informed about the purpose and nature of such studies while still at their college or university and perhaps a greater commitment to participate could be obtained.)

Step 16. Collect the checklists from the teachers.

(In the OSU study most of the checklists which were returned were received within three weeks of when they were mailed out. Obvious anonymity and postage paid envelopes seem to be essential.)

Step 17. Number the checklists.

(Checklists are numbered so that comparisons between responses on both scales will be possible. The checklist numbers serve as identification numbers on the data cards and make it possible for questions such as the following to be answered. Do teachers who perceive problems to be bothersome also perceive them to be frequent? Are only some problems both frequent and bothersome? Which ones?)

Step 18. Inspect each checklist and fill in the blanks.

(A general rule is that if the total number of blanks is less than or equal to ten percent of the total number of items on the checklist, they may be filled in with numbers taken from a list of randomly generated numbers relevant to the specific scale. For example, on a five-point scale these might be 1's through 5's, while on a two-point scale they could be 0's and 1's or 1's and 2's, etc. Checklists having a total number of blanks greater than ten percent of the total number of items on the checklist have been judged to be not usable for some analyses.)

Step 19. Decide how the data will be processed.

(Some kinds of results could be obtained with only the aid of a hand calculator but this method will increase in difficulty rapidly as the number of items on the checklist increases or as the number of respondents increases. However the data processing is to be done, describe the process explicitly so that the data needed to accomplish the purposes of the study will be available. If feasible, keypunching the checklist responses for computer processing is recommended.)

Step 20. Compute the mean responses to the problems and rank them. Do this also for significant subgroups of teachers such as by grade level or subject taught.

(When the number of responses is equal to or greather than fifty, the mean response to each item may be compared with the mean response for all the items and those items having means greater than the overall mean may be tested for statistical significance. Table 3 in Appendix D from the OSU report illustrates the kinds of results which could be obtained from this kind of analysis.

When the number of respondents is less than fifty it is inappropriate to perform a test of statistical significance. The recommendation in this instance would be simply to rank order the means with the highest ones first. The number of items of interest must be determined by judgment.)

Step 21. Organize the results so that they can be presented in tables.

(The tables in Appendix E from the OSU report illustrate some of the kinds of tables which can be provided for presenting the results of the study to the faculty generally and to the special subject faculties.)

Step 22. (optional) Cluster the problems so that problem areas may be identified.

(At least two statistical methods, factor analysis or cluster analysis, could be used to do this. Both methods make use of the responses of the teachers and group together those items which teachers have responded to in similar ways. Assistance from a research methodologist would probably be required if a factor analysis or cluster analysis were to

be done. Alternatively, clustering of items on the basis of a visual inspection and analysis of their content could be done by teacher educators.)

Step 23. Interpret the results and make comparisons. (Inspect the results so that generalizations may be made which can provide the entire faculty with a sense of the problems common to many graduates and how their own graduates are both alike and different from others.)

Step 24. Write a report of the study.

Step 25. Present the report to the faculty and discuss how the results can be used.

REFERENCE

Myers, Betty, Donald R. Cruickshank and John J. Kennedy. Problems of Teachers Graduated from The Ohio State University as Teacher Education Curriculum Indicators. Columbus, Ohio: College of Education, The Ohio State University, 1974.

III. Instruments

TEACHER PROBLEMS CHECKLIST: ELEMENTARY FORM (TPC-E)

Donald R. Cruickshank
John J. Kennedy
Betty Myers
The Ohio State University

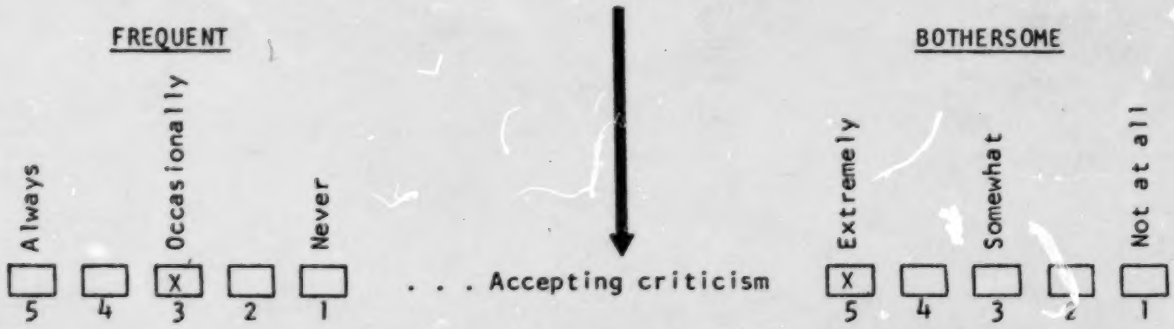
Introduction

A problem arises when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems are personal and like the problems all humans share. Other problems result from the nature of the special work of teachers. It is important for teachers, school districts, teacher organizations and teacher educators to know what are teachers' problems so that conscious, planned efforts can be made to consider and perhaps to reduce or eliminate them.

Directions

The problems on the checklist have been reported by elementary teachers. They may reflect problems you encounter. In order to find out respond to each statement in two ways.

EXAMPLE: Look at the sample problem statement below and one teacher's responses to it. Preface this and every problem statement with the words, "I HAVE A PROBLEM."



The sample problem shows that the teacher felt that "accepting criticism" is only an occasional problem but that when it happens it is extremely bothersome.

You can see there are five choices related to the frequency of occurrence of the problem and to the extent of its bothersomeness, therefore many combinations of responses are possible. Remember to place a check mark in one of the frequent columns and in one of the bothersome columns for each problem.

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"I HAVE A PROBLEM . . ."

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	1	Providing for individual learning differences	5	4	3	2	1
5	4	3	2	1	2	Eliminating practices which upset my students	5	4	3	2	1
5	4	3	2	1	3	Performing administrative functions such as administering standardized tests, scheduling and doing "paper-work"	5	4	3	2	1
5	4	3	2	1	4	Getting students to use their leisure time well	5	4	3	2	1
5	4	3	2	1	5	Creating interest in the topic being taught	5	4	3	2	1
5	4	3	2	1	6	Maintaining order, quiet or control	5	4	3	2	1
5	4	3	2	1	7	Soliciting appropriate student behavior	5	4	3	2	1
5	4	3	2	1	8	Knowing about and having appropriate materials for learning	5	4	3	2	1
5	4	3	2	1	9	Enforcing social mores and folkways such as honesty and respect for teachers	5	4	3	2	1
5	4	3	2	1	10	Removing students who are sources of frustration	5	4	3	2	1
5	4	3	2	1	11	Helping my students to know and accept themselves as they are	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	12	Guiding my students to do the things which will help them succeed in school	5	4	3	2	1
5	4	3	2	1	13	Getting all my students to participate in class	5	4	3	2	1
5	4	3	2	1	14	Overcoming a student's feelings of upset or frustration with himself	5	4	3	2	1
5	4	3	2	1	15	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking	5	4	3	2	1
5	4	3	2	1	16	Encouraging parental interest in school matters	5	4	3	2	1
5	4	3	2	1	17	Eliminating inappropriate student behavior	5	4	3	2	1
5	4	3	2	1	18	Getting my students to enjoy learning for its own sake	5	4	3	2	1
5	4	3	2	1	19	Having enough time for active teaching with student diagnosis and evaluation to do also	5	4	3	2	1
5	4	3	2	1	20	Improving life for my students by putting right conditions both inside and outside schools	5	4	3	2	1
5	4	3	2	1	21	Helping my students feel secure and unafraid	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	22	Controlling aggressive student behavior	5	4	3	2	1
5	4	3	2	1	23	Responding appropriately to improper behavior such as obscenities	5	4	3	2	1
5	4	3	2	1	24	Getting students to behave as I want them to behave	5	4	3	2	1
5	4	3	2	1	25	Planning instruction in different ways and for different purposes	5	4	3	2	1
5	4	3	2	1	26	Establishing and maintaining rapport with students and other teachers--being interested in them and having them interested in me	5	4	3	2	1
5	4	3	2	1	27	Monitoring the behavior of students outside the classroom but still in the school area	5	4	3	2	1
5	4	3	2	1	28	Overcoming or counteracting sources of interference to my teaching	5	4	3	2	1
5	4	3	2	1	29	Keeping my students away from some things and people which may be a bad influence	5	4	3	2	1
5	4	3	2	1	30	Finding satisfactory ways to discipline students	5	4	3	2	1
5	4	3	2	1	31	Knowing how to differentiate between student learning and psychological problems	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	32	Changing school policies and regulations	5	4	3	2	1
5	4	3	2	1	33	Having enough preparation time	5	4	3	2	1
5	4	3	2	1	34	Feeling free from anxiety and fear	5	4	3	2	1
5	4	3	2	1	35	Avoiding duties inappropriate to my professional role	5	4	3	2	1
5	4	3	2	1	36	Improving the intellectual quality of my students' homes	5	4	3	2	1
5	4	3	2	1	37	Controlling my work and my time and getting others to provide support for my efforts	5	4	3	2	1
5	4	3	2	1	38	Being awake and alert	5	4	3	2	1
5	4	3	2	1	39	Getting cooperation and support from the administration	5	4	3	2	1
5	4	3	2	1	40	Enforcing considerate treatment of property	5	4	3	2	1
5	4	3	2	1	41	Differentiating between tasks of teachers and teacher aides	5	4	3	2	1
5	4	3	2	1	42	Maintaining student attention	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	43	Overcoming anxieties related to being supervised	5	4	3	2	1
5	4	3	2	1	44	Helping students improve academically	5	4	3	2	1
5	4	3	2	1	45	Overcoming student apathy or outright dislike	5	4	3	2	1
5	4	3	2	1	46	Improving conditions so that students can study better at home	5	4	3	2	1
5	4	3	2	1	47	Helping students academically and personally--helping them to be efficient and effective	5	4	3	2	1
5	4	3	2	1	48	Assessing my students' learning	5	4	3	2	1
5	4	3	2	1	49	Understanding and helping the atypical child	5	4	3	2	1
5	4	3	2	1	50	Having enough free time	5	4	3	2	1
5	4	3	2	1	51	Learning to use alternative methods of instruction	5	4	3	2	1
5	4	3	2	1	52	Gaining professional knowledge, skills and attitudes and being efficient and effective in their use	5	4	3	2	1
5	4	3	2	1	53	Liking my students	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	54	Getting every student to work up to his ability	5	4	3	2	1
5	4	3	2	1	55	Telling parents that their children have problems	5	4	3	2	1
5	4	3	2	1	56	Completing the work I have planned	5	4	3	2	1
5	4	3	2	1	57	Promoting student self-evaluation	5	4	3	2	1
5	4	3	2	1	58	Handling problems which may have racial implications	5	4	3	2	1
5	4	3	2	1	59	Establishing good relationships with parents built upon improved interaction and understanding	5	4	3	2	1
5	4	3	2	1	60	Extending learning beyond the classroom	5	4	3	2	1
5	4	3	2	1	61	Maintaining an optimum class size	5	4	3	2	1
5	4	3	2	1	62	Holding worthwhile conferences with parents	5	4	3	2	1
5	4	3	2	1	63	Getting my students to feel successful in school	5	4	3	2	1
5	4	3	2	1	64	Knowing subject matter	5	4	3	2	1

"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	65	Eliminating parental interference in my teaching	5	4	3	2	1
5	4	3	2	1	66	Getting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional	5	4	3	2	1

TEACHER PROBLEMS CHECKLIST: SECONDARY FORM (TPC-S)

Donald R. Cruickshank
John J. Kennedy
Betty Myers
The Ohio State University

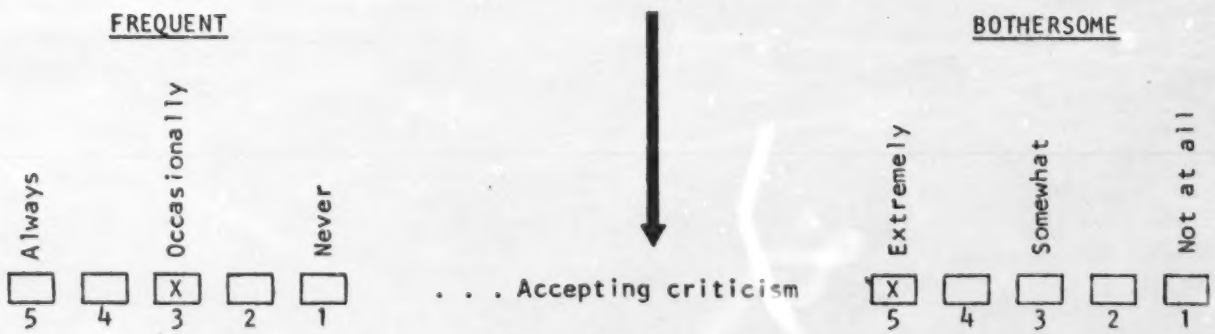
Introduction

A problem arises when we have a goal and cannot achieve it. Everyone has problems, teachers included. Some problems are personal and like the problems all humans share. Other problems result from the nature of the special work of teachers. It is important for teachers, school districts, teacher organizations and teacher educators to know what are teachers' problems so that conscious, planned efforts can be made to consider and perhaps to reduce or eliminate them.

Directions

The problems on the checklist have been reported by secondary teachers. They may reflect problems you encounter. In order to find out respond to each statement in two ways.

> EXAMPLE: Look at the sample problem statement below and one teacher's responses to it. Preface this and every problem statement with the words, "I HAVE A PROBLEM."



The sample problem shows that the teacher felt that "accepting criticism" is only an occasional problem but that when it happens it is extremely bothersome.

You can see there are five choices related to the frequency of occurrence of the problem and to the extent of its bothersomeness, therefore many combinations of responses are possible. Remember to place a check mark in one of the frequent columns and in one of the bothersome columns for each problem.

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"I HAVE A PROBLEM . . . "

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	1	Helping students adjust socially or emotionally	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	2	Helping parents to understand school practices	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	3	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	4	Getting students to use their leisure time well	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	5	Creating interest in the topic being taught	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	6	Maintaining order, quiet or control	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	7	Soliciting appropriate student behavior	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	8	Knowing about and having appropriate materials for learning	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	9	Enforcing social mores and folkways such as honesty and respect for teachers	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	10	Removing students who are sources of frustration	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

"I HAVE A PROBLEM . . ."

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	11	Providing for individual learning differences	5	4	3	2	1
5	4	3	2	1	12	Guiding my students to do the things which will help them succeed in school	5	4	3	2	1
5	4	3	2	1	13	Getting all my students to participate in class	5	4	3	2	1
5	4	3	2	1	14	Overcoming a student's feelings of upset or frustration with himself	5	4	3	2	1
5	4	3	2	1	15	Getting my students to achieve competence in basic skills such as in expressing themselves effectively in both writing and speaking	5	4	3	2	1
5	4	3	2	1	16	Encouraging parental interest in school matters	5	4	3	2	1
5	4	3	2	1	17	Eliminating inappropriate student behavior	5	4	3	2	1
5	4	3	2	1	18	Getting my students to enjoy learning for its own sake	5	4	3	2	1
5	4	3	2	1	19	Developing confidence in my colleagues	5	4	3	2	1
5	4	3	2	1	20	Establishing good relationships with parents built upon improved interaction and understanding	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	21 Developing and maintaining affiliation with my colleagues	5	4	3	2	1
5	4	3	2	1	22 Controlling aggressive student behavior	5	4	3	2	1
5	4	3	2	1	23 Responding appropriately to improper behavior such as obscenities	5	4	3	2	1
5	4	3	2	1	24 Establishing and maintaining rapport with students, other teachers and administrators--being interested in them and having them interested in me	5	4	3	2	1
5	4	3	2	1	25 Finding time to get both professional and personal things accomplished	5	4	3	2	1
5	4	3	2	1	26 Planning instruction in different ways and for different purposes	5	4	3	2	1
5	4	3	2	1	27 Monitoring the behavior of students outside the classroom but still in the school area	5	4	3	2	1
5	4	3	2	1	28 Feeling free from anxiety and fear	5	4	3	2	1
5	4	3	2	1	29 Keeping my students away from some things and people which may be a bad influence	5	4	3	2	1
5	4	3	2	1	30 Finding satisfactory ways to discipline students	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	31 Knowing how to differentiate between student learning and psychological problems	5	4	3	2	1
5	4	3	2	1	32 Changing school policies and regulations	5	4	3	2	1
5	4	3	2	1	33 Having enough preparation time	5	4	3	2	1
5	4	3	2	1	34 Getting the understanding and sustenance of administrators and other teachers so that I can be efficient and feel professional	5	4	3	2	1
5	4	3	2	1	35 Being professional in my relationships with colleagues	5	4	3	2	1
5	4	3	2	1	36 Using A-V equipment	5	4	3	2	1
5	4	3	2	1	37 Getting students to behave as I want them to behave	5	4	3	2	1
5	4	3	2	1	38 Being awake and alert	5	4	3	2	1
5	4	3	2	1	39 Developing and maintaining student rapport, affection and respect	5	4	3	2	1
5	4	3	2	1	40 Enforcing considerate treatment of property	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	41 Getting my students to value school marks and grades	5	4	3	2	1
5	4	3	2	1	42 Maintaining student attention	5	4	3	2	1
5	4	3	2	1	43 Having students present and on time for all classes, rehearsals, games, etc.	5	4	3	2	1
5	4	3	2	1	44 Helping students improve academically	5	4	3	2	1
5	4	3	2	1	45 Overcoming student apathy or outright dislike	5	4	3	2	1
5	4	3	2	1	46 Improving conditions so that students can study better at home	5	4	3	2	1
5	4	3	2	1	47 Vitalizing my students' interests in learning and improving their achievement	5	4	3	2	1
5	4	3	2	1	48 Assessing my students' learning	5	4	3	2	1
5	4	3	2	1	49 Understanding and helping the atypical child	5	4	3	2	1
5	4	3	2	1	50 Having enough free time	5	4	3	2	1

TPC-S

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1		5	4	3	2	1
5	4	3	2	1	51 Learning to use alternative methods of instruction	5	4	3	2	1
5	4	3	2	1	52 Having skills and accomplishing tasks considered essential to learning	5	4	3	2	1
5	4	3	2	1	53 Liking my students	5	4	3	2	1
5	4	3	2	1	54 Getting every student to work up to his ability	5	4	3	2	1
5	4	3	2	1	55 Telling parents that their children have problems	5	4	3	2	1
5	4	3	2	1	56 Completing the work I have planned	5	4	3	2	1
5	4	3	2	1	57 Promoting student self-evaluation	5	4	3	2	1
5	4	3	2	1	58 Knowing and enforcing school policies and regulations	5	4	3	2	1
5	4	3	2	1	59 Helping students who have problems	5	4	3	2	1
5	4	3	2	1	60 Extending learning beyond the classroom	5	4	3	2	1
5	4	3	2	1	61 Maintaining an optimum class size	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT							BOTHERSOME				
Always		Occasionally		Never			Extremely		Somewhat		Not at all
5	4	3	2	1	62	Holding worthwhile conferences with parents	5	4	3	2	1
5	4	3	2	1	63	Getting my students to feel successful in school	5	4	3	2	1
5	4	3	2	1	64	Knowing subject matter	5	4	3	2	1
5	4	3	2	1	65	Making my classroom attractive and interesting	5	4	3	2	1
5	4	3	2	1	66	Improving life for my students by putting right conditions both inside and outside schools	5	4	3	2	1
5	4	3	2	1	67	Assisting parents having difficulty with their children	5	4	3	2	1
5	4	3	2	1	68	Getting advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	5	4	3	2	1
5	4	3	2	1	69	Avoiding teaching the poor	5	4	3	2	1
5	4	3	2	1	70	Gaining control over what I can and cannot do as a teacher and influencing decisions that affect me as a teacher	5	4	3	2	1
5	4	3	2	1	71	Avoiding duties inappropriate to my professional role	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENT						BOTHERSOME				
Always		Occasionally		Never		Extremely		Somewhat		Not at all
5	4	3	2	1	72 Enjoying teaching more	5	4	3	2	1
5	4	3	2	1	73 Feeling successful and important	5	4	3	2	1
5	4	3	2	1	74 Controlling and using my professional time in the most functional, efficient way	5	4	3	2	1
5	4	3	2	1	75 Using group activities	5	4	3	2	1
5	4	3	2	1	76 Keeping up professionally	5	4	3	2	1
5	4	3	2	1	77 Being awake and alert	5	4	3	2	1
5	4	3	2	1	78 Establishing and maintaining rapport with colleagues and students	5	4	3	2	1
5	4	3	2	1	79 Getting students to succeed academically and personally	5	4	3	2	1
5	4	3	2	1	80 Gaining professional knowledge, skills and attitudes and being efficient and effective in their use	5	4	3	2	1

DATA SHEET TO ACCOMPANY THE
TEACHER PROBLEMS CHECKLIST

Providing the information requested will enable your teacher association to learn more about the relationships between teacher problems and these factors.

For items providing a blank, write in your response. For those providing a response, circle your response. (Disregard the numbers in parentheses which are for use by data processors.)

1. What is your age? _____years. (12-13)

2. What is your sex? (14)

   _____male (1) _____female (2)

3. Highest earned degree (15)

   _____No degree (1)

   _____Associate degree (2)

   _____B.A. (3)

   _____B.A.+ (4)

   _____M.A. (5)

   _____M.A.+ (6)

   _____Doctorate (7)

4. Area of preparation

   _____major area

   _____minor area

5. _____Years of full-time teaching experience including this school year (20-21)

   _____Years of full-time teaching experience in this school only (22-23)

6. What one grade level do you currently spend the major part of your time teaching? (24-25)

_____K (0)	_____5 (5)	_____10 (10)
_____1 (1)	_____6 (6)	_____11 (11)
_____2 (2)	_____7 (7)	_____12 (12)
_____3 (3)	_____8 (8)	
_____4 (4)	_____9 (9)	

7. If you are a secondary teacher, what one subject do you teach mainly? _____

   If you are an elementary teacher, complete one of the items below: (30)

   _____I am a general elementary teacher. (1)

   _____I am a special teacher. (2) I teach_____

8. Would you characterize the organization of your classroom as (31)

_____highly structured (1)

_____moderately structured (2)

_____loosely structured (3)

_____unstructured (4)

9. Would you characterize the organization of your school as (32)

_____highly structured (1)

_____moderately structured (2)

_____loosely structured (3)

_____unstructured (4)

10. Your ethnic/racial origin (33)

_____Black (1)

_____Chicano (2)

_____Native American (Indian) (3)

_____White (4)

_____Other (5) Specify_____

11. What are the lowest (34-35) and highest (36-37) grade levels in your school? Mark two.

_____kindergarten (0)

_____first (1)	_____fifth (5)	_____ninth (9)
_____second (2)	_____sixth (6)	_____tenth (10)
_____third (3)	_____seventh (7)	_____eleventh (11)
_____fourth (4)	_____eighth (8)	_____twelfth (12)

12. _____Approximate number of students in your school (38-41)

_____Average number of students you teach per class (42-43)

_____Total number of students you teach (44-46)

13. Indicate roughly the ethnic/racial structure of your classes (e.g., 70% Chicano and 30% White).

_____

14. Which of the following best describes the socioeconomic condition of your students? Circle one number. (54)

1	2	3	4	5	6	7
(lower)			(middle)			(upper)

15. Which ONE of the following best describes the location of your school? (55)

_____inner-city (1) _____suburban (3)

_____outer-city (2) _____small town/rural (4)

16. Indicate your satisfaction with teaching. (56)

_____very satisfied (1) _____somewhat dissatisfied (3)

_____somewhat satisfied (2) _____very dissatisfied (4)

17. Indicate your satisfaction with the school in which you teach. (57)

_____very satisfied (1) _____somewhat dissatisfied (3)

_____somewhat satisfied (2) _____very dissatisfied (4)

18. Which of the following best characterizes the neighborhood(s) where your students live. (58)

_____inner-city (1) _____suburban (3)

_____outer-city (2) _____small town/rural (4)

19. Which of the following terms describe your school? Indicate as many as necessary.

_____public (61)
1

_____private (62)
2

_____religious (63)
3

_____all male (64)
4

_____all female (65)
5

_____special purpose (66) Specify_____
6

_____other (67) Specify_____
7

20. Indicate whether your personal problems outside of school are (68)

_____many (1)

_____few (2)

IV. Estimated Annual Cost.

The total cost is determined by the number of graduates who are solicited to participate in the study and by the number of graduates who actually do participate, so it is impossible to estimate the annual cost independently of these specific numbers. The College of Education of Ohio State University graduates approximately 1500 teachers per year: 600 from elementary program areas and 900 from secondary program areas. The costs estimated in the budget below are based on the above figures and assume that all graduates (1500) were asked to participate and that fifty percent of them (750) did participate.

A. Personnel

(1) Evaluation Study Director (teacher educator)
10% of time

(2) Associate Director (research methodologist)
5% of time

(3) Graduate Research Assistant
12 months

(4) Secretary $ 840
240 hours

(5) Computer Consultant $ 80
8 hours

B. Materials

(1) Reproduction of 600 copies of the Teacher Problems Checklist: Elementary (TPC-E), 900 copies of the Teacher Problems Checklist: Secondary (TPC-S), 1500 copies of a supplementary data sheet

	and 1500 copies of a letter to accompany the instruments.	$ 165
(2)	Duplication of materials (results) for use by the project staff during the study.	$ 20
(3)	Duplication of the report (200 copies of 142 pages)	$ 348

C. Facilities

(1)	Keypunching at the rate of $.50 per checklist	$ 375
(2)	Computer time 1 hour at $500/hour	$ 500
(3)	Mailing (postage-paid envelopes)	$ 489

APPENDIX A

Subject(s) Taught _____

Grade(s) Taught _____

MY BIGGEST PROBLEM TODAY INVENTORY

Donald R. Cruickshank

The Ohio State University

I. The school incident which caused me the greatest concern today happened as follows: (Describe the event in as much detail as possible. Attach additional pages if you wish. The more detail the better.

II. To me this kind of problem is (Circle one number for each part a, b,c.)

a.	Frequent	1	2	3	4	5	6	Infrequent
b.	Bothersome	1	2	3	4	5	6	Not Bothersome
c.	Solvable	1	2	3	4	5	6	Insolvable

III. I think this problem is most related to my need for (Check one of the following.)

_____ a. Affiliation -- Establishing and maintaining rapport with colleagues and students. Having qualities which enhance rapport.

_____ b. Control -- Getting students to behave as I want them to behave.

_____ c. Parent Relationships -- Establishing good relationships with parents built upon improved interaction and understanding.

_____ d. Student Success -- Wanting students to be successful academically and socially. Doing those things which will promote such success such as caring, assisting, nurturing and invigorating.

_____ e. Time -- Finding time to get both professional and personal things accomplished.

_____ f. Other

APPENDIX B

Subject(s) Taught _____

Grade(s) Taught _____

MY BIGGEST PROBLEM TODAY INVENTORY

Donald R. Cruickshank

The Ohio State University

I. The school incident which caused me the greatest concern today happened as follows: (Describe the event in as much detail as possible. Attach additional pages if you wish. The more detail the better.)

My biggest problem today was in my math class. I have a group of mid-low children for math. My problem was in disciplining them. I had to stop our lesson so many times to ask some boys to pay attention or just be quiet so others could. I feel it is unfair to the other children as it is the same five or six boys disrupting our class each day. One was crawling around the floor, while another was falling out of his chair, while another was ripping up a neighbor's paper!

II. To me this kind or problem is (Circle one number for each part a, b,c.)

a.	Frequent	1	(2)	3	4	5	6	Infrequent
b.	Bothersome	1	2	3	4	(5)	6	Not Bothersome
c.	Solvable	1	2	(3)	4	5	6	Insolvable

III. I think this problem is most related to my need for (Check one of the following.)

____ a. Affiliation -- Establishing and maintaining rapport with colleagues and students. Having qualities which enhance rapport.

✓ b. Control -- Getting students to behave as I want them to behave.

____ c. Parent Relationships -- Establishing good relationships with parents built upon improved interaction and understanding.

____ d. Student Success -- Wanting students to be successful academically and socially. Doing those things which will promote such success such as caring, assisting, nurturing and invigorating.

_____ e. Time -- Finding time to get both professional and personal things accomplished.

_____ f. Other

HOW TO WRITE GOAL STATEMENTS

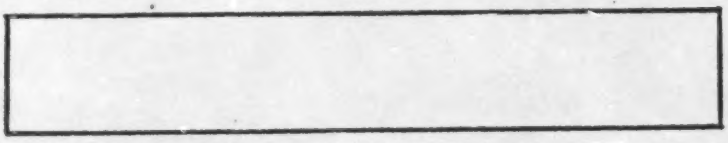
I Read the first MBPTI located on the previous page. It is a description of a classroom problem reported by a teacher.

II Since a problem is an instance of goal-response interference we can't understand a teacher's problem unless we know what s/he wants to do and cannot. So we must infer the teacher's goal. Consider what the teacher's goal was--what s/he wants--and write it in the box below. (In previous studies most teacher problems fit into one of the groups on pages sixty and sixty-one.

(We think that the teacher wants all the students to pay attention. Do you agree?)

III Number the goal statement that you wrote one (1). Then put the code number located in the upper right hand corner of the MBPTI below it. Now you have a cross-reference system which will be useful later.

IV The goal statements we want on our instrument should be brief and clear. Re-write the goal statement from II above using as few words and as simple vocabulary as possible. Write the goal statement so that it can be added to the stem, "The teacher's goal is . . ." (The list of verbs on page fifty-seven may be useful now.)



("Maintaining student attention." We think this is a good statement because it is brief, clear and accurate.)

V Enter the goal statement which you prefer on the empty checklist which follows on page fifty-eight

APPENDIX C

Verb List

The following list of verbs has been used in writing problem statements for Teacher Problems Checklists. Each was used as the first word(s) of a phrase that follows the stem, "The Teacher's goal is...")

1. maintaining
2. preparing for
3. holding
4. explaining
5. controlling
6. knowing
7. providing for
8. soliciting
9. feeling
10. helping
11. guiding
12. enforcing
13. creating
14. encouraging
15. making
16. teaching
17. planning
18. getting
19. responding
20. completing
21. changing
22. overcoming
23. monitoring
24. assessing
25. extending
26. understanding
27. accepting
28. promoting
29. organizing
30. assisting
31. treating
32. avoiding
33. keeping
34. developing
35. learning
36. removing
37. telling
38. using
39. doing
40. showing
41. demonstrating
42. improving
43. reinforcing
44. being
45. needing
46. eliminating
47. dealing with
48. motivating
49. protecting
50. enjoying
51. clarifying
52. liking
53. setting
54. separating
55. differentiating
56. seeing
57. performing

APPENDIX D

FORTY PROBLEMS FROM THE TEACHER PROBLEMS CHECK LIST IDENTIFIED AS BEING SIGNIFICANTLY BOTHERSOME AND/OR FREQUENT FOR 382 O.S.U. GRADUATES OF BOTH ELEMENTARY AND SECONDARY TEACHER EDUCATION PROGRAMS

Item on TPCL	Problem Statement	Bother-some	Fre-quent
55	Having every student work up to his ability	.76[a]	.70[b]
88	Eliminating inappropriate student behavior	.68	.41
5	Controlling aggressive student behavior	.65	
14	Having preparation time	.65	.54
97	Removing students who are sources of frustration	.65	
67	Having enough free time	.64	.61
1	Maintaining order, quiet or control	.63	.34
41	Getting students to use their leisure time well	.62	.60
91	Enforcing considerate treatment of property	.62	.44
105	Getting my students to enjoy learning for its own sake	.61	.57
27	Maintaining student attention	.60	.38
48	Overcoming student apathy or outright dislike	.59	.35
74	Employing retribution or punishment	.59	
19	Knowing how to differentiate between student learning and psychological problems	.55	
28	Enforcing social mores and folkways such as honesty and respect for teachers	.55	.41
39	Teaching too many students or large classes	.53	.42
42	Responding appropriately to improper behavior such as obscenity	.53	
3	Having all my students participate in class	.51	.44
11	Providing for individual learning differences	.51	.56
50	Monitoring the behavior or students outside the classroom but still in the school area	.51	.37
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.50	.55

Item on TPCL	Problem Statement	Bothersome	Frequent
92	Knowing about and having appropriate materials for learning.....	.50	.42
29	Creating interest in the topic being taught.....	.49	.42
13	Soliciting appropriate student behavior.....	.48	
103	Telling parents that their children have problems.....	.48	
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork".....	.47	.35
26	Guiding my students to manage themselves to do the things to help them succeed in school.....	.45	.47
47	Having my students feel successful in school.....	.45	.38
90	Overcoming a student's feelings of upset or frustration with himself.....	.45	
66	Having students present and on time for all classes, rehearsals, games, etc	.43	
89	Understanding and helping the atypical child.....	.43	
40	Planning instruction in different ways and for different purposes.....		.42
20	Helping students improve academically..		.41
59	Extending learning beyond the classroom		.41
33	Encouraging parental interest in school matters.....		.39
58	Assessing my students' learning.....		.37
96	Learning to use alternative methods of instruction.....		.35
73	Organizing my work and materials.....		.34
81	Helping my students know and accept themselves as they are.....		.34
101	Having my students value school marks and grades.....		.34

[a]proportion of teachers (N = 382) who indicated that a specific problem was bothersome

[b]proportion of teachers (N = 382) who indicated that a specific problem occurred frequently

APPENDIX E

TABLE 8

THIRTY-NINE BOTHERSOME AND/OR FREQUENT PROBLEMS FOR THE PROGRAM AREA OF ENGLISH EDUCATION[a]

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
55	Having every student work up to his ability.....	.92[b]	.89[c]
91	Enforcing considerate treatment of property.....	.76	.54
28	Enforcing social mores and folkways such as honesty and respect for teachers	.70	.46
48	Overcoming student apathy or outright dislike.....	.70	.65
3	Having all my students participate in class.....	.68	.59
39	Teaching too many students or large classes.....	.68	.62
66	Having students present and on time for all classes, rehearsals, games, etc.	.68	.62
97	Removing students who are sources of frustration.....	.68	
105	Getting my students to enjoy learning for its own sake....	.68	.76
19	Knowing how to differentiate between student learning and psychological problems.....	.65	.43
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.65	.86
14	Having preparation time.....	.62	.62
27	Maintaining student attention.....	.62	.54
67	Having enough free time.....	.62	.59
74	Employing retribution or punishment..	.62	
92	Knowing about and having appropriate materials for learning.....	.62	.41
5	Controlling aggressive student behavior.....	.59	
11	Providing for individual learning differences.....	.59	.59
88	Eliminating inappropriate student behavior.....	.59	.51
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering		

Item on TPCL	PROBLEM STATEMENT	Bother-some	Fre-quent
	supplies or help in repairing A-V equipment.....	.59	.41
1	Maintaining order, quiet or control....	.57	.46
41	Getting students to use their leisure time well.....	.57	.70
50	Monitoring the behavior of students outside the classroom but still in the school area.....	.57	.41
13	Soliciting appropriate student behavior	.57	.43
26	Guiding my students to manage themselves to do the things to help them succeed in school.....	.57	.57
101	Having my students value school marks and grades.....	.54	.51
33	Encouraging parental interest in school matters.....	.51	.43
47	Having my students feel successful in school.....	.51	.57
58	Assessing my students' learning.....	.51	.43
42	Responding appropriately to improper behavior such as obscenity.....	.49	
44	Completing the work I have planned.....	.49	.41
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.49	
104	Having personal problems affect my work.	.49	
20	Helping students improve academically..		.68
59	Extending learning beyond the classroom		.59
29	Creating interest in the topic being taught.....		.46
40	Planning instruction in different ways and for different purposes.....		.43
79	Treating all my students fairly.....		.43
16	Feeling successful and important.....		.41

[a]The problem means in this table met the criteria for significance used in Table 5. Means for bothersomeness had to be .47 or higher and means for frequency had to be .38 or higher.

[b]proportion of graduates (N = 37) who indicated that a specific problem was bothersome

[c]proportion of graduates (N = 37) who indicated that a specific problem occurred frequently

TABLE 16

A Comparison of Problems from Tables 6-15

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B[a]	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
1	Maintaining order, quiet or control	x[b]	x	x	x	x	x	x	x	x	-	x	-	x	-	x	-	x	x	x	-
2	Preparing for and holding special school events	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	Having all my students participate in class	x	-	x	x	x	x	x	x	-	x	-	x	x	x	x	x	x	x	x	x
4	Explaining clearly when I teach	-	-	x	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-
5	Controlling aggressive student behavior	x	-	x	-	x	-	x	-	x	-	x	-	-	-	-	-	x	-	x	-
6	Eliminating nonproductive competition among my students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-
7	Developing and maintaining student rapport, affection and respect	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-
8	Knowing subject matter	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	Helping parents to understand school practices	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Being awake and alert	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Providing for individual learning differences	-	-	x	x	x	x	x	x	x	x	-	x	x	x	x	x	-	x	-	x

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
12	Learning about new methods of instruction	-	-	-	x	-	-	-	-	x	-	-	-	x	-	-	x	-	-	-	-
13	Soliciting appropriate student behavior	x	x	-	-	-	x	-	-	x	x	x	-	-	x	x	-	x	-	-	-
14	Having preparation time	-	x	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x
15	Using time for active teaching rather than for student diagnosis or evaluation	x	x	-	-	-	-	-	-	x	x	-	-	-	-	-	x	-	-	-	-
16	Feeling successful and important	-	-	-	-	-	x	-	x	x	-	-	-	-	-	-	-	-	-	-	-
17	Having students accept my method for grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Enjoying teaching more	-	-	-	-	-	-	x	x	x	x	-	-	-	-	-	x	-	-	-	-
19	Knowing how to differentiate between student learning and psychological problems	x	-	-	-	x	x	-	-	x	-	x	-	x	-	-	x	-	-	x	-
20	Helping students improve academically	-	-	x	-	-	x	-	x	-	-	-	-	x	x	-	x	-	x	x	-
21	Protecting the class and individuals from harm	-	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-	-	-
22	Holding worthwhile conferences with parents	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-
23	Clarifying my students' misconceptions	-	-	-	-	-	-	-	-	-	-	-	-	x	x	-	-	-	-	-	-
24	Being professional in my relationships with colleagues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
25	Liking my students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Guiding my students to manage themselves to do the things to help them succeed in school	-	x	x	-	x	x	-	-	x	x	-	-	-	x	-	x	-	x	-	x
27	Maintaining student attention	x	x	x	x	x	x	x	x	x	x	-	-	x	-	x	x	x	-	x	-
28	Enforcing social mores and folkways such as honesty and respect for teachers	x	-	x	-	x	x	x	x	x	-	x	x	-	-	x	x	x	x	-	x
29	Creating interest in the topic being taught	x	x	x	x	-	x	-	-	x	x	-	-	x	x	-	x	x	x	x	x
30	Being as capable as my brightest student(s)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
31	Teaching whatever is necessary notwithstanding controversial subjects	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
32	Accepting criticism	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	Encouraging parental interest in school matters	-	-	x	x	x	x	-	x	-	x	-	-	x	x	x	x	x	x	-	-
34	Making my classroom attractive and interesting	-	-	-	-	-	-	-	x	x	x	-	-	-	x	-	-	-	-	-	-
35	Avoiding dependent relationships with my students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TPCL #	Problem Statements	B	F	Art Education	Business and Distributive Education	English Education	Foreign Language Education	Home Economics Education	Industrial Technology Education	Mathematics Education	Physical and Health Education	Science Education	Social Studies Education
36	Holding worthwhile conferences with my students												
37	Having cooperation from peers, including student teachers												
38	Being an advocate for my students												
39	Teaching too many students or large classes												
40	Planning instruction in different ways and for different purposes												
41	Getting students to use their leisure time well												
42	Responding appropriately to improper behavior such as obscenity												
43	Knowing and enforcing school policies and regulations												
44	Completing the work I have planned												
45	Getting and using anecdotal information about my students												
46	Changing school policies and regulations												

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
47	Having my students feel successful in school	-	x	-	-	x	x	-	x	x	-	-	-	x	x	x	x	x	x	-	-
48	Overcoming student apathy or outright dislike	x	-	x	x	x	x	x	x	x	-	x	x	x	-	x	x	x	x	x	x
49	Setting objectives for individual courses	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	x	-	-	-	-
50	Monitoring the behavior or students outside the classroom but still in the school area	x	-	-	-	x	x	x	x	x	x	-	-	x	x		x	x	x	x	-
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	-	-	x	x	x	x	-	x	x	x	-	x	-	x	x	x	x	x	-	x
52	Improving conditions so that students can study better at home	-	-	-	-	-	-	-	-	x	-	-	-	-	-	x	-	-	-	-	-
53	Separating the effects or outside events from the classroom	-	-	-	-	-	-	-	-	x	x	-	-	-	-	x	x	x	-	-	-
54	Developing and maintaining rapport with parents	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
55	Having every student work up to his ability	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
56	Eliminating practices which upset my students	x	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-
57	Knowing the names of all my students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
58	Assessing my students' learning	-	-	-	-	x	x	-	x	x	x	x	-	-	x	-	x	x	x	-	-
59	Extending learning beyond the classroom	-	-	-	x	-	x	-	x	-	x	-	-	x	x	-	x	x	x	-	-
60	Using A-V equipment	-	-	-	x	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-	-
61	Differentiating between tasks of teachers and teacher aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
62	Having confidence in my colleagues	-	-	-	-	-	-	-	x	-	-	-	-	x	-	x	x	-	-	-	-
63	Eliminating food from the classroom	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-
64	Overcoming anxieties related to being supervised	-	-	x	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-	-
65	Understanding and accepting certain educational practices or eliminating their use	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-
66	Having students present and on time for all classes, rehearsals, games etc.	x	x	x	x	x	x	-	x	x	x	x	x	x	-	x	x	x	-	x	-
67	Having enough free time	x	-	x	x	x	x	x	x	x	x	-	-	x	x	x	x	x	x	x	x
68	Promoting student self-evaluation	-	-	-	-	-	-	-	x	x	x	-	-	-	-	-	x	-	-	-	-
69	Being tolerant of student differences	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

IPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
70	Eliminating parental interference in my teaching	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
71	Keeping up professionally	-	-	-	-	-	-	-	x	-	x	-	-	-	-	-	-	-	-	-	-
72	Feeling secure and unafraid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
73	Organizing my work and materials	-	-	-	-	-	-	-	-	x	x	-	-	-	x	-	-	-	-	-	-
74	Employing retribution or punishment	-	x	-	-	x	-	x	-	x	x	-	-	x	-	x	-	-	-	-	-
75	Helping a student adjust socially or emotionally	-	-	-	-	-	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-
76	Seeing the use for and making lesson plans	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	x	-	-	-	-
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	x	-	x	x	x	-	x	x	x	-	x	-	-	-	-	-	-	-	x	-
78	Assisting parents having difficulty with their children	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
79	Treating all my students fairly	-	-	-	-	-	x	-	-	-	-	x	-	-	-	-	-	-	-	-	-
80	Avoiding duties inappropriate to my professional role	-	-	x	-	-	-	x	-	-	-	-	-	-	-	x	x	-	-	-	-

TPCL #	Problem Statements	B	F	Art Education	B	F	Business and Distributive Education	B	F	English Education	B	F	Foreign Language Education	B	F	Home Economics Education	B	F	Industrial Technology Education	B	F	Mathematics Education	B	F	Physical and Health Education	B	F	Science Education	B	F	Social Studies Education
81	Helping my students know and accept themselves as they are	-	x		-	-		-	-		-	-		x	-		-	-		-	-		x	x		-	-		-	-	
82	Improving the intellectual quality of my students' homes	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
83	Helping my students feel secure and unafraid	-	x		-	-		-	-		-	-		-	x		-	-		-	-		-	-		-	-		-	-	
84	Teaching for objectives I consider worthwhile	-	-		-	-		-	-		-	-		x	-		-	-		-	-		-	-		-	-		-	-	
85	Keeping my students away from some things and people which may be a bad influence	-	-		-	-		-	-		-	-		-	-		x	-		-	-		-	-		-	-		-	-	
86	Having cooperation and support from the administration	-	x		-	-		-	-		-	-		-	-		x	-		-	-		-	-		-	x		-	-	
87	Demonstrating student growth and learning	-	-		-	-		-	-		-	-		-	-		-	-		-	-		x	-		-	-		-	-	
88	Eliminating inappropriate student behavior	x	-		x	-		x	-		x	-		x	-		x	-		x	-		-	-		x	x		x	-	
89	Understanding and helping the atypical child	-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	
90	Overcoming a student's feelings of upset or frustration with himself	-	-		x	-		-	-		-	-		x	-		x	-		x	-		-	-		-	-		x	-	
91	Enforcing considerate treatment of property	x	x		x	-		x	x		x	x		-	-		-	-		-	-		-	-		-	-		-	-	
92	Knowing about and having appropriate materials for learning	-	x		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-		-	-	

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	-	-	x	-	x	x	x	x	x	-	-	-	-	-	x	x	-	-	-	-
94	Avoiding teaching the poor	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
95	Developing and maintaining affiliation with my colleagues	-	-	-	-	-	-	-	-	-	x	-	-	-	-	-	-	-	-	-	-
96	Learning to use alternative methods of instruction	-	-	-	-	-	-	-	x	-	x	-	-	x	-	-	x	-	-	-	-
97	Removing students who are sources of frustration	x	x	x	-	x	-	x	-	x	-	x	-	x	-	x	-	x	-	x	-
98	Using group activities	-	-	-	x	-	-	-	x	-	x	-	-	-	-	-	x	-	-	-	-
99	Handling problems which may have racial implications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
100	Controlling the physical environment of the school/classroom	-	-	-	-	-	-	x	-	x	-	-	x	-	-	-	-	-	-	-	-
101	Having my students value school marks and grades	-	x	x	-	x	x	-	x	x	x	x	-	x	-	x	x	x	x	-	-
102	Assisting students who have physical handicaps	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

TPCL #	Problem Statements	Art Education		Business and Distributive Education		English Education		Foreign Language Education		Home Economics Education		Industrial Technology Education		Mathematics Education		Physical and Health Education		Science Education		Social Studies Education	
		B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F	B	F
103	Telling parents that their children have problems	-	-	-	-	-	-	-	-	x	-	x	x	x	-	x	-	x	-	-	-
104	Having personal problems affect my work	-	-	-	-	x	-	x	-	-	-	-	-	-	-	-	-	-	-	-	-
105	Getting my students to enjoy learning for its own sake	-	x	x	x	x	x	x	x	x	x	x	-	x	x	x	x	x	x	x	x
	Totals	22	21	29	22	33	33	27	38	51	35	19	14	32	28	38	47	37	24	23	15

[a]B stands for bothersomeness and F stands for frequency.

[b]An x indicates that the problem was present in the program area table and a - indicates that the problem was not present in the table.

TABLE 19

A COMPARISON OF INFORMATION CONTAINED IN TABLES 3, 4, 5 AND 8[a]
FOR USE BY ENGLISH EDUCATION FACULTY

Item on TPCL	Problem Statement	Proportion Reporting Problem to be Bothersome	Rank Order by Bothersomeness	Proportion Reporting Problem to be Frequent	Rank Order by Frequency
55	Having every student work up to his ability	.76/.82/.71/.92[b]	1/1/1.5/1	.70/.74/.69/.89	1/1/1 /1
88	Eliminating inappropriate student behavior	.68/.71/.66/.59	2/4/6 /18.5	.41/.40/.42/.51	16.5/24/10 /18.5
5	Controlling aggressive student behavior	.65/.64/.68/.59	4/9.5/4.5/18.5	0/0/0 /0	0/0/0 /0[c]
14	Having preparation time	.65/.61/.70/.62	4/13/3/14	.54/.52/.57/.62	7/7/5/8
97	Removing students who are sources of frustration	.65/.70/.62/.68	4/5/7/7	0/0/0/0	0/0/0/0
67	Having enough free time	.64/.58/.71/.62	6/16.5/1.5/14	.61/.54/.66/.59	2/6/2/11.5
1	Maintaining order, quiet or control	.63/.64/.61/.57	7/9.5/8/22	.34/.39/0/.46	28.5/26.5/0/21
41	Getting students to use their leisure time well	.62/.56/.68/.57	8.5/18.5/4.5/22	.60/.56/.63/.70	3/4.5/3/4
91	Enforcing considerate treatment of property	.62/.72/.53/.76	8.5/3/13.5/2	.44/.50/.39/.54	9.5/9/12/16.5
105	Getting my students to enjoy learning for its own sake	.61/.69/.56/.68	10/6/10/7	.57/.71/.46/.76	4/2/8/3
27	Maintaining student attention	.60/.65/.57/.62	11/7.5/9/14	.38/.41/.35/.54	20.5/21/22.5/16.5
48	Overcoming student apathy or outright dislike	.59/.74/.46/.70	12.5/2/24.5/3.5	.35/.46/0/.65	25/14/0/6
74	Employing retribution or punishment	.59/.65/.55/.62	12.5/7.5/11/14	0/0/0/0	0/0/0/0
19	Knowing how to differentiate between student learning and psychological problems	.55/.59/.54/.65	14.5/15/12/10.5	0/0/.34/.43	0/0/26/25.5
28	Enforcing social mores and folkways such as honesty and respect for teachers	.55/.63/.49/.70	14.5/11.5/19/3.5	.41/.45/.38/.46	16.5/17/14/21
39	Teaching too many students or large classes	.53/.55/.51/.68	16.5/21/16.5/7	.42/.46/.38/.62	12.5/14/14/8

Item on TRCL	Problem Statement	Proportion Reporting Problem to be Bothersome	Rank Order by Bothersomeness	Proportion Reporting Problem to be Frequent	Rank Order by Frequency
42	Responding appropriately to improper behavior such as obscenity	.53/.55/.53/.49	16.5/21/13.5/31.5	0/0/0/0	0/0/0/0
3	Having all my students participate in class	.51/.50/.44/.66	19/14/28.5/7	.44/.56/0/.59	9.5/4.5/0/11.5
11	Providing for individual learning differences	.51/.52/.49/.59	19/23/19/18.5	.56/.51/.60/.59	5/8/4/11.5
50	Monitoring the behavior of students outside the classroom but still in the school area	.51/.56/.57/.57	19/18.5/22/22	.37/.39/.35/.41	22.5/26.5/22.5/31
51	Having my students achieve competence in basic skills such as competence in expressing themselves effectively in both writing and speaking	.50/.55/.46/.65	21.5/21/24.5/10.5	.55/.63/.48/.86	6/3/6.5/2
32	Knowing about and having appropriate materials for learning	.50/.50/.51/.62	21.5/25.5/16.5/14	.42/.41/.43/.41	12.5/21/9/31
29	Creating interest in the topic being taught	.49/.58/0/0	23/16.5/0/0	.42/.49/0/.46	12.5/10/0/21
13	Soliciting appropriate student behavior	.48/.49/.47/.54	24.5/27/23/25	0/0/0/.43	0/0/0/25.5
103	Telling parents that their children have problems	.48/0/.52/0	24.5/0/15/0	0/0/0/0	0/0/0/0
77	Performing administrative functions such as administering standardized tests, scheduling and doing "paperwork"	.47/.50/.45/.49	26/25.5/26.5/31.5	.35/0/.38/0	25/0/14/0
26	Guiding my students to manage themselves to do the things to help them succeed in school	.45/0/.45/.54	28/0/26.5/25	.47/.45/.48/.57	8/17/6.5/14.5
47	Having my students feel successful in school	.45/.48/.43/.51	28/28/30.5/28	.38/.45/0/.57	20.5/17/0/14.5
90	Overcoming a student's feelings of upset or frustration with himself	.45/0/.49/0	28/0/19/0	0/0/0/0	0/0/0/0
66	Having students present and on time for all classes, rehearsals, games, etc.	.43/.63/0/.68	30.5/11.5/0/7	0/.48/0/.62	0/11/0/8

Item on TPCL	Problem Statement	Proportion Reporting Problem to be Bothersome	Rank Order by Bothersomeness	Proportion Reporting Problem to be Frequent	Rank Order by Frequency
89	Understanding and helping the atypical child	.43/0/.47/0	30.5/0/22/0	0/0/.35/0	0/0/22.5/0
40	Planning instruction in different ways and for different purposes	0/0/0/0	0/0/0/0	.42/.42/.41/.43	12.5/19/11/25.5
20	Helping students improve academically	0/0/0/0	0/0/0/0	.41/.47/.36/.68	16.5/12/19/5
59	Extending learning beyond the classroom	0/0/0/0	0/0/0/0	.41/.46/.36/.59	16.5/14/19/11.5
33	Encouraging parental interest in school matters	0/0/0/.51	0/0/0/28	.39/.40/.37/.43	19/24/16.5/25.5
58	Assessing my students' learning	0/0/0/.51	0/0/0/28	.37/.40/.35/.43	22.5/24/22.5/25.5
96	Learning to use alternative methods of instruction	0/0/0/0	0/0/0/0	.35/0/.37/0	25/0/16.5/0
73	Organizing my work and materials	0/0/0/0	0/0/0/0	.34/0/.34/0	28.5/0/26/0
81	Helping my students know and accept themselves as they are	0/0/0/0	0/0/0/0	.34/0/.36/0	28.5/0/19/0
101	Having my students value school marks and grades	0/.51/0/.54	0/24/0/25	.34/.41/0/.51	28.5/21/0/18.5
82	Improving the intellectual quality of my students' homes	0/0/.44/0	0/0/28.5/0	0/0/0/0	0/0/0/0
64	Overcoming anxieties related to being supervised	0/0/.43/0	0/0/30.5/0	0/0/0/0	0/0/0/0
75	Helping a student adjust socially or emotionally	0/0/0/0	0/0/0/0	0/0/.34/0	0/0/26/0
93	Having advisory and service help such as help in finding out about new instructional materials, help in ordering supplies or help in repairing A-V equipment	0/0/0/.59	0/0/0/18.5	0/0/0/.41	0/0/0/31
44	Completing the work I have planned	0/0/0/.49	0/0/0/31.5	0/0/0/.41	0/0/0/31
104	Having personal problems affect my work	0/0/0/.49	0/0/0/31.5	0/0/0/0	0/0/0/0

Item on TPCL	Problem Statement	Proportion Reporting Problem to be Bothersome	Rank Order by Bothersomeness	Proportion Reporting Problem to be Frequent	Rank Order by Frequency
79	Treating all my students fairly	0/0/0/0	0/0/0/0	0/0/0/.43	0/0/0/25.5
16	Feeling successful and important	0/0/0/0	0/0/0/0	0/0/0/.41	0/0/0/31

[a]This table contains information specific to the program area of English Education. (N = 37)

[b]Table data should be read as follows: 76% of O.S.U. graduates reported item 55 as a bothersome problem; 82% of O.S.U. graduates who were secondary education majors reported item 55 as a bothersome problem; 71% of O.S.U. graduates who were elementary education majors reported item 55 as a bothersome problem; 92% of O.S.U. graduates who were English education majors reported item 55 as a bothersome problem. Problem 55 ranks 1 on the bothersomeness scale for O.S.U. graduates generally; Problem 55 ranks 1 on the same scale for secondary education majors; Problem 55 ranks 1.5 on the same scale for elementary education majors; Problem 55 ranks 1 on the same scale for English education majors.

[c]Zero cell indicates a proportion that was not significant and therefore not recorded in the table. Since there were too few respondents from this program area to compute significance, the level of significance used for secondary education majors generally was assumed to be significant for this program area also.

TABLE 36

FACTORS WHICH ACCOUNT FOR ALL BOTHERSOME AND FREQUENT PROBLEMS UNIQUE TO ELEMENTARY TEACHERS WITH THOSE UNIQUE TO SECONDARY TEACHERS

Elementary		Secondary	
Bothersome	Frequent	Bothersome	Frequent
Competence 4	Competence 6	Invigoration 2	Invigoration 5
Nuturance 1	Efficiency 1	Control 1	Control 2
Remediation 1			
N = 6	N = 7	N = 3	

TABLE 37

COMPARISON OF BOTHERSOME AND FREQUENT PROBLEMS UNIQUE TO ELEMENTARY TEACHERS WITH THOSE UNIQUE TO SECONDARY TEACHERS

(1)	(2)	(3)	(4)	(5)
	Elementary		Secondary	
TPCL Item No.	Bothersome	Frequent	Bothersome	Frequent
103	X			
26	X			
90	X			
89	X	X		
82	X			
64	X			
29			X	X
66			X	X
101			X	X
19		X		
77		X		
96		X		
73		X		
81		X		
75		X		
1				X
48				X
3				X
47				X
N	6	7	3	7